HPM 969  
Program Planning  
(Credit Hours: 1)  
Department of Health Policy and Management  
Gillings School of Global Public Health  
Summer 2017 Syllabus

Faculty: Leah Frerichs, Ph.D.  
Email: leahf@unc.edu  
Phone: 919-966-7375  
Office Hours: By Appointment

Course Overview  
In the “Systems Thinking and Collective Impact” course, students learned how to apply systems thinking tools to understand the interconnected factors and forces that influence healthcare and public health problems. With a better understanding of the system, “Program Planning” focuses on approaches to plan and design programs and solutions that promote individual and community health and wellness. The course will introduce students to frameworks for designing programs and interventions including Intervention Mapping and the Behavior Change Wheel. Students will use the Behavior Change Wheel as a guide to systematically apply theory and evidence to designing a program that addresses a problem of interest to them. We will build competencies in how to apply systems thinking throughout this process.
HPM Competencies
Upon successful completion of the course, students should be better able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CEPH Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify, describe major phases of, and critically assess advantages/disadvantages of program planning frameworks</td>
<td>Design a system-level intervention to address a public health issue</td>
</tr>
<tr>
<td>• Apply a program planning framework to design (or re-design) a program that addresses multiple factors and levels of a health issue</td>
<td>Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners</td>
</tr>
<tr>
<td>• Understand and practice using theory and existing evidence to develop program strategies consistent with objectives and needs of target populations</td>
<td>Propose strategies to promote inclusion and equity within public health programs, policies and systems</td>
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<tr>
<td>• Describe the importance of reviewing program ideas with intended participants and using their perspectives in identifying methods and strategies</td>
<td>Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health programs</td>
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<tr>
<td>• Outline essential components of a needs assessment and discuss its critical value in planning a health program</td>
<td>Integrate knowledge of cultural values and practices in the design of public health policies and programs</td>
</tr>
<tr>
<td>• Describe how cultural considerations influence program design and delivery</td>
<td>Apply systems thinking approaches to learn about and inform collaborative action targeting complex public health problems</td>
</tr>
<tr>
<td>• Understand how systems thinking tools can be applied within program planning phases</td>
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</table>
Resources

Website:
HPM 969 has its own website using Sakai software (See http://sakai.unc.edu.) All registered students are automatically enrolled in the site. This website will be used extensively during the course, and students should check the site frequently for announcements, changes to the schedule, and access to readings. Lecture slides and other materials will be posted on Sakai. All written assignments will be turned in via the Sakai Assignment Tool. Students will be able to check grades on the website.

Articles:
I have selected a number of articles you will be required to read before class to prepare you for in-class activities and discussion. I will provide weblinks to readings for each session on Sakai.

Text (required)

Text (not required)
These texts are not required, but of possible interest:
- Thomas, R. K. (2003). Health Services Planning. Springer Science & Business Media. These are recommended if you desire more detail on program planning. Bartholomew et al is most appropriate for health promotion and community health planning (connected to and applicable within healthcare settings, but much broader focus). Thomas is focused on planning healthcare services and is more narrowly focused on healthcare settings.

Requirements and Expectations

Active Participation in class discussion and in-class activities:
In order to have successful learning experiences, your active participation is required in class discussions and the in-class exercises/activities. You will need to make certain that you have prepared thoroughly for the activities, have all necessary materials, and come prepared with thoughtful questions (questions of clarification on difficult points are considered thoughtful). Lecture slides and other supporting materials will be available from the course website. You should have access to the readings at least one full week before the day they will be discussed. You also are encouraged to bring to the attention of the instructor and course colleagues relevant items of interest. Attendance is important and required; therefore, please make certain that you notify the instructor if you will miss a session.

Program Planning Assignments:
Following each session, students will complete an assignment that will be progressive steps of the program planning process. About mid-way through the course, the assignment will allow the student to review, refine and iterate across the prior assignments. At the end of the course, students will submit a final program plan that will encapsulate all prior assignments and engage students to reflect on the Behavior Change Wheel and its utility for their professional work.
Late Assignment Policy:
All assignments are due at time/dates specified in this syllabus and corresponding schedule on Sakai, and are to be submitted using the Sakai Assignment Tool. Late assignments may or may not be accepted. They will likely be accepted in the case of unforeseen and distressing events (serious illness, a death in the family). Please notify the instructor immediately should one of these events arise. The instructor may also accept late assignments for other reasons, but reserves the right to penalize points at her discretion.

Additionally, I have attempted to avoid making assignments due on known religious holidays (see www.interfaithcalendar.org). Should I have set a deadline during a relevant observance, please let me know so that I can make appropriate accommodation.

Cell Phones, Laptops, and Tablets:
Laptops or tablets are allowed during on-site classes. However, students should remain present in class and limit their use of technology for note-taking, research related to small group exercises, etc. Please do not use cell phones during class, and remember to put your cell phone on vibrate or silent before class.

Syllabus revisions:
The instructor reserves the right to make changes to the syllabus, including due dates and test dates. Changes will be announced as early as possible.

Evaluation Method
Grade Components:
A total of 100 points are possible in this course. Weight will be assigned to the required assignments or grade components as indicated below.

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Program Planning Activity 1</td>
<td>10</td>
</tr>
<tr>
<td>Program Planning Activity 2</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Program Plan</td>
<td>25</td>
</tr>
<tr>
<td>Program Planning Activity 3</td>
<td>10</td>
</tr>
<tr>
<td>Program Planning Activity 4</td>
<td>10</td>
</tr>
<tr>
<td>Final Program Plan</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
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Grading Scale:
Your scores from each of the assignments will be combined to calculate your total score. Final grades will be assigned according to the following scheme:
- 90 or above: H
- 76 to 89: P
- 65 to 75: L
- Below 65: F

Evaluation Criteria:
Evaluation is specific to each assignment. Each assignment will be graded based on the assignment’s grading rubric posted on Sakai at least one week prior to the due date. Grading criteria describe the required elements of each assignment and the weight placed on each of the elements. You are encouraged to print these criteria and use them as checklists to ensure that you have completed each element of the assignment. Among these criteria are:
- Clarity and thoughtfulness of written materials. Correct use of grammar, “systems” terms, and program planning taxonomy is required.
- Well-crafted and thoughtful discussion of your response in class (when appropriate/class time is dedicated to sharing your responses).
- Effective, appropriate application of course materials and other resources
- Other evaluation criteria inclusion completion of assigned tasks (elements specific to the assignment are listed in the rubric).

**UNC Honor Code**
The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” ([http://instrument.unc.edu](http://instrument.unc.edu)).

**Course Evaluation**
HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

In addition, at various points in the semester, the course instructor will solicit your feedback; your thoughtful and constructive participation is appreciated.

**Recognizing and Encouraging Diversity**
The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.
## Class Schedule

### CLASS 1 – MAY 17th, 9-10:30AM ON CAMPUS

**Session 1: Introduction and Overview**

<table>
<thead>
<tr>
<th>Objectives:</th>
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<tbody>
<tr>
<td>Identify and describe the major phases of program planning</td>
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<tr>
<td>Critically examine the advantages and disadvantages of different planning frameworks</td>
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<tr>
<td>Understand how systems thinking tools can be applied within program planning</td>
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</table>

**Readings/Assignment**

**Before class, please read:**


**After class, please complete:**

- **Program Planning Activity 1 (due May 28th, by 11:55 pm)**

### CLASS 2 – MAY 30th, 5:35-7:00 ONLINE

**Session 2: Conducting Needs Assessments & Defining Target Behaviors**

<table>
<thead>
<tr>
<th>Objectives:</th>
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<tbody>
<tr>
<td>Discuss why a needs assessment is critical to planning health programs</td>
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<tr>
<td>Describe the importance of reviewing program ideas with intended implementers and participants</td>
</tr>
<tr>
<td>Describe how systems science methods can help to identify and specify target behaviors</td>
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<tr>
<td>Practice defining a problem and selecting a target behavior</td>
</tr>
</tbody>
</table>

**Readings/Assignment**

**Before class, please read:**

- Text, Chapter 1, Steps 1-3 – pages 31-56

**After class, please complete:**

- **Program Planning Activity 2 (due June 13th, by 11:55 pm)**

**Additional (useful or interesting, but not required) reading of interest:**


### CLASS 3 – JUNE 20th, 5:35-7:00 ONLINE

**Session 3: Specifying What Needs to Change**
### Session Learning Objectives:
- Discuss why a thorough assessment of the drivers and sources of the target behavior is critical to designing programs
- Discuss the role of behavior change theory in selecting interventions
- Define the components of the COM-B model
- Describe the types of sources that can be used to assess sources of the target behavior
- Practice applying the COM-B model to a health behavior change problem

### Readings/Assignment
Before class, please read:
- Text, Chapter 1, Step 4– pages 57-106

### CLASS 4 – JULY 18th, 5:35-7:00 ONLINE
**SESSION 4: IDENTIFYING INTERVENTION FUNCTIONS & POLICY CATEGORIES**

### Session Learning Objectives:
- Identify appropriate intervention functions for the target behavior
- Identify appropriate policy categories for the target behavior

### Readings/Assignment
Before class, please read:
- Book Chapter 2, Step 5 & 6 – pages 107-144

### CLASS 5 – AUGUST 1st, 5:35-7:00 ONLINE
**SESSION 5: PROGRAM CONTENT AND DELIVERY**

### Session Learning Objectives:
- Identify behavior change techniques to design the program
- Describe how cultural considerations influence program design and delivery
- Describe how systems thinking can improve synergistic selection of multi-level interventions

### Readings/Assignment
Before class, please read:
- Text, Chapter 3, p. 145-182

After class, please complete:

- **Program Planning Activity 4 (due August 7th by 11:55pm)**

Additional **(useful or interesting, but not required) reading of interest:**


<table>
<thead>
<tr>
<th>CLASS 6 - DATE/TIME</th>
<th>SESSION 6: PROGRAM PLANNING – IMPLEMENTATION, FINANCING &amp; BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Session Learning Objectives:</td>
</tr>
<tr>
<td>ON CAMPUS</td>
<td>• Understand the importance of cost analyses in program planning</td>
</tr>
<tr>
<td></td>
<td>• Describe strategies for financing health programs</td>
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<tr>
<td></td>
<td>• Describe the importance of adoption and dissemination planning for programs</td>
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</table>

<table>
<thead>
<tr>
<th>Readings/ Assignment</th>
<th>Before class, please read:</th>
</tr>
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</table>

After class, please complete:

- **Final Program Plan + Essay (due August 14 by 11:55pm - Tentative)**